

# **Courage and Innovations in Social and Youth Work**

**19.4. – 22.4.2021**

## **Abstracts**

### **Lars U. Kobro**

University of South-Eastern Norway (USN):

#### **Collaborative social innovation – to have the courage to shut up**

A speech grounded in two recent Norwegian research on collaborative welfare innovation in three Norwegian municipalities. One of the clear findings in all of them where that if or when participants from public service “dared” to take one step back, and “shut up” as one of them says in an interview, then thing started to happen; empowerment, self esteem and initiative grew from “beneath”. Co-creation and co-production has obvious innovation potential, but it’s hard to fullfill – most difficult for public servants, probably, who have to take a leap their usual roles, deeply integrated in their dayly practice and habits.

### **Fien Van Der Meersch; Emke Van Gompel;**

### **Amber De Ruyck; Lynn Theunissen**

University College Leuven-Limburg (UCLL):

#### **Home sweet home? Not for everyone!**

In this workshop we will discuss the home situation of children and how the coronavirus affects this. We will also talk about the school and the social life of the children and adolescents. We focus on improvements in Belgium to help these adolescents gain social contact and to improve the communication with the school. We will discuss the situation in other countries to enrich our world. We will delve deeper into the Belgian policy and how they see the adolescents in this situation.

**Andrea Pilgerstorfer**

University of Applied Sciences St. Poelten (FH St Poelten):

**Peer-Work an innovative approach in homelessness services?**

Presentation of: Vienna housing policy and homelessness services and the concept of peer-work as “interdisciplinary” co-worker in social work teams. The workshop will give an overview of housing history and contemporary policy in Vienna. Facts and Figures to homelessness and the “from social security excluded population” living in Vienna. The “neunerhaus Peer Campus” will be presented as innovative service in Austria and Vienna. Together we are going to think of possibilities to implement concepts of service-user involvement in social work practice. In our workshop we end up by developing a possible concept.

**Eduard Carrera Fossas**

University of Girona (UdG):

**Urban art as an innovate way in social work: an approach to social needs from students of Social Education Bachelor Degree**

In recent years, social problems have grown in complexity. The systemic crisis of 2008 and the COVID-19 crisis which has had repercussions at a global level, led to the emergence of new social risks (Oosterlynck, et al. 2013), fact that has highlighted the fragility of people and their risk of social exclusion. Authors like Beck, (1998) talk about the generalization of vulnerability.

The purpose of this workshop is to find other ways to express and work on the social needs that we have to address from social work. We will do it based on a practical case carried out in the 2017-2018 academic year, in which with the students of social education we did a graffiti, about what we had worked on. To make it more practical, the workshop will have two parts. Firstly, we will focus on the process that led us to make graffiti and how to connect it to a way to innovate. Secondly we will propose to create an online painting, configured for multiple paintings created by little groups, and we will debate around how we position ourselves as future professionals, and how to work the social needs with innovative proposals. To carry it out, we will paint, write, dialogue and try to work on our artistic side.

Social work has the challenge of finding new ways of working and approaching social needs, the empowerment of people, and address their problems in another way. Urban art can help social work to create innovative process with groups we work with, and it must allow us to address complexity. Art could be valued as an applied tool of social change and that serves to empower people. At the same time, it can become an instrument that allows us to focus socio-educational practice on other ways more innovative to promote social change and citizen welfare.

### References

Oosterlynck, Stijn et al. (2013). "The Butterfly and The Elephant: Local Social Innovation, the Welfare State and New Poverty Dynamics". ImP-RovE.

Beck, Ulrich. (1998). La sociedad del riesgo. Barcelona: Paidós.

### **Janelle Goffart, Tine Dercon, Aurélie d'Irumberry de Salaberry and Amber Blok**

University College Leuven-Limburg (UCLL):

### **A sustainable approach to unaccompanied minors in Belgium**

In Belgium we have seen an increase of (un)accompanied minors. To facilitate the intake in our Belgian Education system the OKAN classes have been established. OKAN is a class for children from abroad who come and live here and don't speak our language. In this workshop we would like to guide you through the process that these unaccompanied minors experience when coming to Belgium. We will also inform you about the importance of education and counselling.

In our search for a workshop, we came across this poem that perfectly describes our theme.

### **Language cramp**

*"Your little one speaks a little French and all his teachers turn out to be fans. A word of English comes out? A kiss from the teacher and a ten out of ten? If he speaks Arabic, Polish or Turkish, the teacher gets a little moody. Multilingualism a true feast! As long as they are the right languages."*

– Stijn de Paepe

**Paula Nurminen:****YMCA Street mediation Tuesday Fieldtrip**

Street mediation aims to prevent crimes and solve conflicts among young people through the methods of mediation and youth work. The Street Mediation Project in Turku area is operated by YMCA Turku with the collaboration of the police, the municipal Mediation Office and some local schools

**Kari Keuru**

Humak University of Applied Sciences (Humak):

**Humak's workshop for everyone together:****You are live - Switcher Studio**

The workshop consist the basics of live streaming. We'll learn about streaming on iOS devices and we are testing Switcher-Studio. The workshop reviews the equipment used and accessories. The Goal of workshop is to get acquainted briefly with video shooting and audio techniques, share best practices and tips. And Finally we produce a short LIVE show by switcher studio.

**Dr. Jill Davey and Kate Fennell**

Edinburgh Napier University (ENU):

**'Hello You' Using letter writing in social work practice with young people**

In this impersonal digital world of multimedia, this lecture is an exploration on how social workers can reclaim (Courage) letter writing in our work with young people.

**Title of Lecture: 'Hello You'**

Using letter writing in social work practice with young people

It will include:

- Narrative Theory
- Solution focused work
- 'Emplotment': Letter Writing with Troubled Adolescents and their Families (Goldberg, 2000)
- Later Life Letters
- Letter Writing and Collaborative Note taking: Ethics of Participation and Transparency in an information age, (Fergus Hogan, 2001)

Beginning with a 5-minute activity getting the attendees to think about receiving their first personal letter/card/correspondence with their own name on it – how it made them feel - significant; important; relevant; empowered; who was the sender, are they still here...

**Prof. Sara Ashencaen Crabtree and Prof. Jonathan Parker**

Bournemouth University:

**Courage, Compassion, Coercion and Covid**

During the pandemic the British public adopted the practice of applauding National Health Service (NHS) workers on Friday evenings, a practice of collective gratitude that we have seen in other countries. However, many other key workers were also at risk of contracting the disease in the course of carrying out their duties. Among these were social workers; thirty-eight of whom died in the UK as a result of Covid-19, predominantly contracted through direct face-to-face practice with service users.

Social workers have had to adapt almost overnight to changing practice situations in which not only does such practice work continue, whe-

re it is necessary to do so, but also in moving towards online working to maintain care of particularly vulnerable clients and situations. To do so, requires additional effort as well as enormous courage and faith to ensure that things are not going wrong.

However, the other side of this picture of practitioner dedication concerns imposed surveillance and coercion to ensure that the normative expectations of society are met. Here too social workers are required through practice regulations to demand these of the people they work with.

Questions relating to social justice and human rights are at the forefront of social workers' calls for change in the light of Covid-19. However, questions for their own safety and protection are also raised, in which the assumptions of quiet and uncomplaining heroism continues to be expected of essential workers to make significant personal sacrifices for social and professional good.

The third stream of our inquiry concerns those who employ and regulate social workers in demanding the obedience of their drones in order to regulate the functioning of the hive. Here we may think of the social pressures requiring containment of people on the margins of society of whom social workers are expected both to control as well as stand beside.

The overarching rhetorical question we wish to explore in this talks plays on the English wordplay of 'whither'/'wither' the courageous practitioner? We ask what direction is British social work taking in these regards and what are the ramifications for practitioners and the profession.

Accordingly we interrogate where the social worker may sit between that trialectic situation whereby courage is needed to demand social justice and human rights, as well as meeting the demands of the employer/regulator, and ultimately a duty towards their own safety.

**Michal Kozubik**

Constantine the Philosopher University in Nitra (UKF Nitra):  
**“Racism is a Pandemic, too!” - Critical Social Work questions  
the Ethnic Approach in Social Work with the Socially Excluded**

While critical approaches have been routinely addressed in foreign literature (Bailey and Brake, 1975; Corrigan and Leonard, 1978) since the 1970s, and have also been applied in practice, in the Central European area they have been discussed in more detail only recently (Kajanova, 2017; Gojova and Cerna, 2018; Janebova, 2018). One of the fundamental themes which radical social work focuses on is social criticism of oppression of the excluded. In Slovakia, the group of those most at risk of social exclusion includes the inhabitants of segregated settlements. Our aim is to clarify and question the phenomenon of the ethnic approach in the context of social work with the Roma ethno-national minority in the conditions of the Slovak Republic.

Research studies seek answers to two fundamental questions: 1 “Are the negative characteristics often attributed to Roma by the majority based on their culture, or are they a consequence of long-term social exclusion?” and 2 “Is it important for social workers to know Roma culture?” (Kozubik et al., 2018). Our long-term data collection took place in the region below the Tatras in the periods of 2006-2012, 2012-2013 and 2017-2019. A qualitative research design was used. In addition to four key informants, almost 120 inhabitants of the settlements participated in the studies. The conceptualization of data was based on Grounded Theory (Strauss and Corbin, 1990) and historical comparison of the content analysis.

The results show that the risk-associated social phenomena occurring in segregated settlements, including crime, abuse of the social system or usury, are typical features of reproduced poverty, not of ethnicity nor of culture. The traditional elements of Roma culture have been preserved only minimally, for example as described by Samuel Augustini (1729-1792), a scholar in the spirit of the Enlightenment living in the area below the Tatras and the author of the oldest (1775) and very valuable Romological summary work: “On the contemporary state, distinctive manners and way of life, and also on the other qualities and circumstances of Gypsies in Greater Hungary”. Due to the number of sub-ethnic groups inhabiting this territory, moreover, Roma culture in Slovakia is considerably heterogeneous. Knowing it is therefore not necessarily important for the performance of field social work.

Roma are the only ethnic minority considered as a target group for social work. We consider the ethnic approach in social work to be a misconception which continues to deepen existing stereotypes and prejudices. For this reason we recommend focusing on the issues of tackling poverty and social exclusion, not the pejorative-sounding, so-called “Roma issue” (Kozubik, 2018, p. 71).

### **Geert Boutsen and Timmy Boutsen**

University College Leuven-Limburg (UCLL):

#### **The impact of youth work**

Starting from the first outcomes in our research, we will exchange with the participants about their ideas and different views on the impact of youth work. Secondly, we will share and collect experiences with monitoring systems all over Europe.

This workshop will be based on our recently started own research project about the impact of youth work in co-operation with De Ambrassade and the University College of Limburg-Leuven in Flanders. The goal is to feedback and discuss our framework and experiences on the impact of youthwork.

#Youthworkworks, #Youthworkchangeslives. Inside the youth work sector, and as youth workers, we all are convinced about the value, outcomes, effects and impact of Youth Work. But the data and ‘evidence’ to support these claims are rather thin and there is an ongoing discussion on what methodologies are best suited to gather and process this ‘evidence’. Nevertheless, if we want that Youth Work will be recognized on its value, but avoid instrumentalisation, we have to be able to ‘prove’ and make the impact of Youth Work visible.

That is why we, together with the youth work sector in Flanders (Belgium), recently started a research project about the impact of Youth Work in Flanders. First, we will clarify what impact in youth work (wants to) stand for through concept clarification. Secondly, we will focus on piloting a number existing tools that can make impact visible in youth work. The result of the research ends in a blueprint for a tool that youth work organisations can use the make their impact visible.

## Our research design in detail:

### (1) What is the impact for youth work?

- Clarification of concepts: quality versus impact? We will not focus on the question "What is quality youth work?" but on "What impact does youth work have?"
- Ask about objectives: What purpose should making impact visible in youth work serve?
- Question about the finality: What will impact monitoring be used for?
- Demand for demarcation: broad exploration of impact (monitoring) or narrowing down to specific indicators on which research should be carried out (i.e. impact on psychological well-being, social skills or competences, ...)
- What is a workable way to visualize and disseminate the impact of youth work at the local level?
- Assessment of monitoring systems: we compare a number of systems that make impact visible abroad and compare these with the concrete context of youth work in Flanders.
- We lay the contours for the development of a Flemish instrument to make impact of youthwork visible.

In this workshop we want to bring together people with interest and experience in this theme. We will start a discussion on the first research question to talk about the different views on impact of youth work. Starting from the first outcomes in our research we will exchange with the participants about their ideas. In the second round of the workshop we want to share our experiences with monitoring systems all over Europe.

In both discussions we start with an input on the topic and our ongoing research and work in 2 breakout groups in an interactive discussion on the 2 research focusses.

**Judith Rodenburg**

Hanzehogeschool Groningen University of Applied Sciences  
(Hanze UAS):

**Futures literacy**

We use the future every day. We predict, fear, hope and dream. This has a large impact on how we act and think in the present, and yet, we know very little about how we use the future.

Futures Literacy, developed within UNESCO, is a capability helps us imagine multiple and diverse futures to identify the systems we use to anticipate. When we become aware of the things we can open up to unexpected and the unknown. When we only use knowledge constructed in the past and the present to predict the future, detecting novelty and being open for change becomes problematic. By expanding the ways on how to use the future, we can integrate complexity in our choices. We use the future every day, yet our knowledge of how we use the future is limited. Futures Literacy stretches the imagination and helps us to identify our underlying anticipatory assumptions. This can open us up to embrace complexity, take advantage of change, spontaneity and emergence.

People can become more skilled at 'using-the-future', more 'futures literate', because of two facts. One is that the future does not yet exist, it can only be imagined. Two is that humans have the ability to imagine. As a result, humans are able to learn to imagine the future for different reasons and in different ways. Thereby becoming more 'futures literate'.

**PROGRAM OUTLINE (x 90min)**

In this workshop you will get started with the futures of social work in youth care.

One tool to acquire these skills is through Futures Literacy Labs. These learning by doing/action-research workshops enable participants to reveal, reframe and rethink the assumptions they use to imagine the future. Since the future doesn't exist and is unpredictable in itself, we are only capable of examining our anticipatory systems, the systems that help us make sense of the present.

In small groups of students and faculty, professionals and researchers you will explore multiple futures in a Futures Literacy Lab, dive deeper into the theoretical framework and apply your newly gained knowledge by facilitating a virtual workshop.

<https://youtu.be/SBGuWa3MmLE>

**Lenka Motlová, Ingrid Baloun and Barbora Faltová**

University of South Bohemia Ceske Budejovice (USB):

**Developing effective communication in social work**

This workshop is intended for participants/students, who are mostly interested in helping professions and interpersonal communication in the social and pedagogical work context.

The workshop includes a creative activity, based on interviews among participants/students to encourage them to develop their practical communication skills used in their future work with their clients. The workshop activity covers also an explanation of basic communications skills with people with Autism and practical examples of communication tools (cards, etc.).

The workshop activity can provide an improvement in communication because it emphasis on the creativity and quick reaction. Participants/students will make a conversation in groups. They will create communication pictures on the paper or using own digital media. It may not be possible to make any conversation in pairs (because of online connection). Afterwards students introduce their communication stories in pictures. The discussion follows.

**Prof. Dr. Thomas Trenczek**

Ernst-Abbe-University of Applied Sciences Jena (EAHJ Jena):

**The basic elements of conflict management and mediation**

Conflicts are normal, they appear in every kind of live situation, at work, at home, at school, in the neighbourhood, ... Conflicts very often seem to be unpleasant and irritating, but most people do not know how to deal with them in a constructive way.

Mediation is a process in which the parties to a dispute, with the assistance of a neutral third party (the mediator), identify the disputed issues, develop options, consider alternatives and endeavour to reach an agreement. The mediator has no advisory or determinative role in regard to the content of the dispute or the outcome of its resolution but may advise on or determine the process of mediation whereby resolution is attempted. Mediation is an universal dispute management method used in different conflict areas like commercial and workplace disputes, family disputes, in personal injuries and damage of property, community and neighborhood disputes, even in criminal conflicts.

In this workshop Prof. Trenczek will introduce the basic philosophy of conflict management and mediation as a so-called alternative dispute resolution (ADR) technique. Students will learn something about conflict and conflict resolution, their own conflict behaviour as well as perform some mediation exercises. The workshop is held in English

### **Kathrin Bereiter and Helene Kletzl**

University of Applied Sciences Linz, Austria (FH Linz):

#### **Digitalization from an intersectional perspective and its implications for Social Work**

Digital Transformation Processes concern almost every part of social and human life. Their effects might relate most directly towards clients of Social Work, as they might most likely be effected by ADM (automated decision making) or the planning and implementation of (partly) digital Social Services. Now it is on the people in charge to provide the ADM-algorithms with data they learn from or base their decision at, which is why Artificial Intelligence can reproduce existing bias and lead to severe discrimination.

The theory of Intersectionality is used to analyse and understand how social categories such as race\*, class, gender, disability, sexuality, etc. creates inequality and discrimination. It is about discovering interlocking systems of oppression.

Digitalization processes might become such systems of oppression – or they might contribute to an inclusive society. In this workshop we will have a close look at the theoretical framework of intersectionality and on how Digitalization allude to Social Work as a profession. Ens-

ring we will discuss how an intersectional perspective could help reducing discrimination by digitization processes.

We will use participatory methods like working in groups and pairs, therefore the participants of this workshop are asked to bring in their expertise in order to develop the vision of an inclusive digital society.

#### **Sources:**

Arbeit + (2019): Algorithmen und das Arbeitsmarktchancen-Modell des AMS. Zum Einsatz automatisierter Entscheidungs- und Profilingssysteme im arbeitsmarktpolitischen Bereich. Eine Positionierung von arbeit plus.

Hill Collins, P. (1991). Black Feminist Thought – Knowledge, Consciousness and the politics of empowerment. ROUTLEDGE. New York and London.

Kutscher, Nadja et.al (2020): Handbuch. Soziale Arbeit und Digitalisierung; Weinheim Basel: Beltz Juventa

Said, E. (1983). The World, the text and the critic. Harvard University Press.

Stüwe, Gerd and Emel, Nicole (2019): Lehrbuch Soziale Arbeit und Digitalisierung; Weinheim Basel: Beltz Juventa

#### **Markéta Bendová**

University of South Bohemia Ceske Budejovice (USB):

#### **Clients' needs after brain damage in a coordinated rehabilitation**

This workshop is focused on analysis of clients' needs after ABI during long-term cooperation with an interdisciplinary team in the client's home. The role of a social worker in a coordinated rehabilitation team in home settings. Practical training of relaxation techniques.

## Taste of local innovative cases

### **Oona Tikkaaja**

Humak University of Applied Sciences:

#### **Piiloleikki Community Art - Onsite Stories**

Sculpture and Storytelling Workshop for Children Living in Institution

The Finnish company Hide&Seek Ltd. makes community artwork consisting of small bronze sculptures made in artist-led workshops with different kinds of people: children, elderly, professionals etc. The sculptures are permanently mounted in urban space, and people can search them with a mobile map. One our focus group is institutionalized children. We were currently granted funding from the Finnish Ministry of Culture and Education to develop a self-reflection method based on the Hide&Seek concept.

More information: <http://oma.piiloleikki.fi/en/>

The mobile map (in Finnish): <https://piiloleikki.fi>

### **Laura Keihäs**

Humak University of Applied Sciences:

#### **Art Making Feeds Hope – Creative Groups with Young Asylum Seekers**

In my presentation, I will discuss how expressive art making can foster resilience in refugee children and youth who have encountered traumatic events. Brain research has indicated that trauma survivors often find it difficult to talk about their experiences. Art making in a safe, holding environment allows non-verbal self-expression and a sense of agency. In addition, art making in a group reduces stress, anxiety and isolation by enabling a sense of connection and belonging. Creative groups can therefore play a crucial role in the psycho-social support for refugee children who may not speak the language of the host country upon arrival.

**Elina Sinivaara**

Turun Tyttöjen Talo<sup>®</sup> (House for Girls of Turku):

Turun Tyttöjen Talo<sup>®</sup> (House for Girls of Turku) is a meeting place for all girls and young women aged 12 to 28. In the House for girls you can meet new people, practice Finnish language, use a computer and get individual support and help for different kinds of questions and school homework. Together we can also do handicrafts, play games and cook. You can also take part in different hobbies and conversation groups and events. Small snacks are offered. Activities are planned together with girls and young women.

A home-like and safe House for Girls is situated in the city centre of Turku. Workers of the house are women. It is also possible to visit the house with a family at fixed times. Participation for all activities is free. (<http://www.mimmi.fi/languages/english/>)

Kota RY and Adventure Education:

**Presented by Emma and Annilotta**

KOTA ry is a non-profit organization providing expertise and services for the well-being of children and youth. KOTA's objective is to develop outdoor adventure education practices and apply them to the work with children, youth and families in need of support. Adventure and outdoor education is based on experiential and activity-based learning methodology and aims at supporting the growth, development, wellbeing and agency of individuals, groups and communities.